

CTE Standards Unpacking
Restaurant Management/Culinary Arts III

Course: Restaurant Management/Culinary Arts III

Course Description: Restaurant Management/Culinary Arts III provides advanced culinary students with instruction in advanced techniques and processes. Students continue to develop skills from prerequisite courses. Projects are tailored to students' interests and industry needs.

Career Cluster: Hospitality and Tourism

Prerequisites: Restaurant Management/Culinary Arts I (RMCA I); Restaurant Management/Culinary Arts II (RMCA II)

Program of Study Application: Restaurant Management/Culinary Arts III is a pathway course in the Hospitality and Tourism career cluster; Restaurant and Food Service Pathway.

INDICATOR #3RMCA 1: Students will explore business opportunities in foodservice industry.		
SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Research career and entrepreneurial opportunities in foodservice industry		
SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Explore professional organizations in foodservice industry		
Knowledge (Factual): -Entrepreneurship opportunities -Careers in food service -Professional organizations related to food service	Understand (Conceptual): -Professional organizations provide support to food service industry members. -Food service career options range from entry level positions to entrepreneurial opportunities..	Do (Application): -Summarize information gathered from guest speaker presentation on entrepreneurial opportunities -Organize a career exploration panel discussion -Participate in a job shadowing experience -Graph career and entrepreneurial opportunities in food service -Search for professional organizations in the food industry and list member services

Benchmarks:

Students will be assessed on their ability to:

- Identify possible foodservice entrepreneurial opportunities and explain why they may be successful in their community.
- Collect and display information about knowledge and skills needed for a successful career in the foodservice industry.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

ELA

-LITERACY.RI.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning

Sample Performance Task Aligned to the Academic Standard(s):

ELA

-Students will look at the claims made by a specific professional organization and write a short paper assessing whether the organization has provided sufficient evidence to back their claim.

INDICATOR #3RMCA 2: Students will apply ServSafe principles to foodservice industry.

SUB-INDICATOR 2.1 (Webb Level: 4 Extended Thinking): Apply Hazard Analysis Critical Control Points (HACCP) to flow of food

SUB-INDICATOR 2.2 (Webb Level: 3 Strategic Thinking): Research state/federal health laws related to foodservice industry

SUB-INDICATOR 2.3 (Webb Level: 4 Extended Thinking): Obtain ServSafe Manager certification

Knowledge (Factual):

-ServSafe certification

-HACCP (Hazard Analysis Critical Control Points)

-Health laws in food industry

Understand (Conceptual):

-Safe food handling practices are important in all aspects of food service.

-If health codes are not followed people could get sick or be injured.

-Food service operations inspection scores affect their business.

Do (Application):

-Record data as required for HACCP plan

-View state and federal health laws in food service

-Research health inspection scores for local restaurants

Benchmarks:

Students will be assessed on their ability to:

- Develop a logical argument for the state and federal health laws in food service
- Complete ServSafe certification

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

ELA

-LITERACY.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Sample Performance Task Aligned to the Academic Standard(s):

ELA

-Read safety guidelines and examine a lab environment to identify pieces of a dangerous kitchen scenario. Reflect on the safety violations either as a class or in a small group setting.

INDICATOR #3RMCA 3: Students will demonstrate advanced skills in food production.

SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking): Investigate concepts of sustainability practices

SUB-INDICATOR 3.2 (Webb Level: 3 Strategic Thinking): Investigate emerging trends in foodservice industry

Knowledge (Factual):

-Sustainability practices in food service

-Emerging trends in food service industry

-Advanced techniques in food preparation such as but not limited to: sugar work, artisan breads, sous vide, fermentation, pressure cooking, and smoking

Understand (Conceptual):

-Practicing sustainability in food service is healthy for our environment.

-Emerging food trends are a reflection of cultural and societal changes in the food service industry.

Do (Application):

-Research emerging trends in the food service industry and the impact of technology.

-Debate sustainability practices in food service industry such as but not limited to: utilization of scraps, farm to table, conservation of resources, and green practices.

Benchmarks:

Students will be assessed on their ability to:

- Experiment with advanced food preparation techniques
- Implement a sustainability plan

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s):
<p>ELA -LITERACY.SL.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>Science -HS-LS2-7 - Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p>	<p>ELA -Students will present a sustainability plan to their peers and then seek feedback to improve the plan.</p> <p>Science -Students will analyze an activity within the food service industry that generates a lot of waste. They will then create a plan to reduce the waste within that activity.</p>

INDICATOR #3RMCA 4: Students will apply specialized skills and knowledge to produce a culminating project.		
SUB-INDICATOR 4.1 (Webb Level: 4 Extended Thinking): Create a plan for project		
SUB-INDICATOR 4.2 (Webb Level: 4 Extended Thinking): Demonstrate effective marketing strategies in foodservice industry		
SUB-INDICATOR 4.3 (Webb Level: 4 Extended Thinking): Create a culminating product		
SUB-INDICATOR 4.4 (Webb Level: 4 Extended Thinking): Develop a skills portfolio		
<p>Knowledge (Factual): -Components of project development</p>	<p>Understand (Conceptual): -Knowledge and attention to detail determine the quality and success of the final project -Time management is an essential component of project planning and implementation</p>	<p>Do (Application): -Brainstorm possible projects -Utilize planning process to develop project idea -Develop marketing plan for culminating project -Create a professional portfolio</p>

Benchmarks:

Students will be assessed on their ability to:

- Design, implement, and evaluate a culminating project that reflects specialized skills and knowledge in food service.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

ELA

-LITERACY.W.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

-LITERACY.SL.9-10.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task

Sample Performance Task Aligned to the Academic Standard(s):

ELA

-Students will create or add to a portfolio describing their current skills in the food industry through written pieces and digital media.

-Students will present their portfolio to peers, parents, and/or community partners. This presentation should clearly show a students growth over the course of their work the restaurant industry.

Additional Resources

Please list any resources (e.g., websites, teaching guides, etc.) that would help teachers as they plan to teach these new standards.

- ServSafe course – National Restaurant Association Education Foundation
- Fundamentals of Restaurant Management and Culinary Foundations Level II – National Restaurant Association Foundation - chooserestaurants.org
- SD Dept of Labor – Small Business Consultant - guest speakers: local entrepreneurs
- Local or Regional Economic Development Corporations